

Feedback Policy

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Signed by:





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Aims of the Feedback Policy

- To ensure consistency of pupil feedback in all Key Stages across James Brindley Academy.
- To enable a flexible approach to high quality feedback across subjects, key stages and sectors.
- To enable all pupils to evaluate their success and be clear about the ways forward.
- To empower pupils to take ownership of their learning.
- To develop resilience and understand that learning is a process through Growth Mindset feedback.
- To help pupils to improve their work through the setting of challenging but achievable targets.
- To ensure that there is regular constructive learning dialogue between teacher and pupil, with pupils demonstratively responding to teacher feedback leading to a greater depth of learning.
- To provide opportunities to give praise and encouragement.
- To motivate pupils to produce high quality work by reinforcing the standards being aimed for.
- To check pupils have understood the learning aims by the evidence of learning outcomes and to monitor progress over time.
- To ensure that feedback is manageable, motivational and meaningful.

UN Rights of the Child

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

Part of a good quality education is the provision of feedback to help individuals develop and reach their full potential.

Think Differently

This policy supports our Vision by working towards the following Missions:

- Mission 1: Delivering a pupil-centred, holistic curriculum which prepares young people to overcome barriers for life.
- Mission 4: Creating an innovative, optimistic, and skilled workforce



Thrive
We create a positive environment where we thrive and succeed

High aspirations
We have high aspirations for ourselves and others

Inclusion
We are inclusive in all we do and celebrate our differences

Nurture
We educate our young people and staff to nurture their emotional health and wellbeing

Keept safe
We ensure that keeping safe and the safety of others is paramount

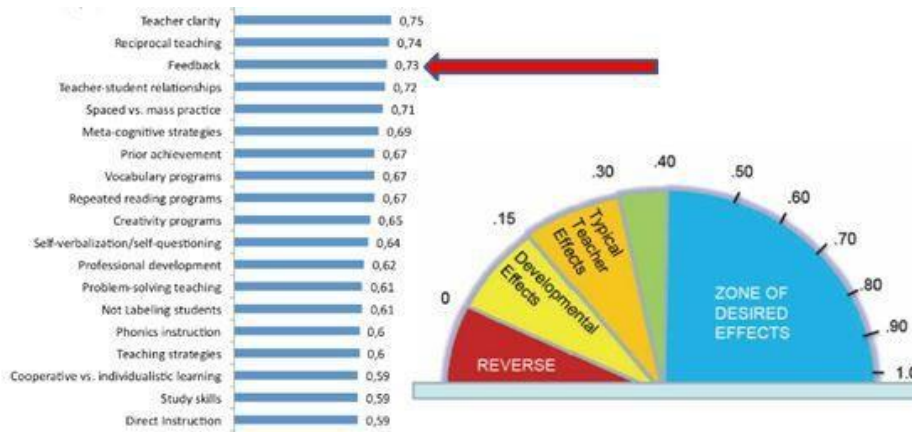
Differently

Why give feedback?

'Feedback studies tend to show very high effects on learning.' **EEF**

'Feedback is the breakfast of champions!' **Ken Blanchard**

Visible Learning by John Hattie has explored the impact of many different researches carried out in education. It states that effective, clear feedback is one of the biggest factors for improving pupil outcomes.



Principles of feedback

1. Feedback will be against the learning objectives and individual targets
2. Any learning points / misconceptions will be addressed.
3. Pupils will have the opportunity to reflect on their feedback and respond to comments.
4. There will be an opportunity for the pupils to participate in the process so that there is a shared perspective on feedback and target setting.
5. Pens will be used as follows:

Stationery used:	Task undertaken:
Black/Blue	Pupils work
Green pen	Teacher feedback
Yellow highlighter	Identifying spelling and punctuation errors



James Brindley Feedback: Teacher Guide

The 3 Main Types of Feedback at James Brindley Academy

1. Live, responsive feedback.

- Verbal and/or written Feedback with the aim of:
 1. Challenging learners by extending knowledge and understanding
 2. Challenging misconceptions effectively
 3. Pupils responding to feedback
- Identifying up to 5 Spelling and Punctuation errors which the pupil corrects.
- Specific and targeted praise.

2. Peer/Self-Assessment

3. In-depth Teacher feedback

1. Live, Responsive Marking

James Brindley Academy expects that all teachers are able to give feedback to all pupils during the course of the lesson. Class sizes will allow teachers to spend time with all the pupils in order to challenge; address misconception; give specific praise; identify spelling and punctuation errors; revisit pupils during the lesson to ensure that feedback has been acted on; respond effectively to the events that impact learning to redirect the learning where necessary. Live, responsive marking can be written and/or verbal feedback. Verbal feedback does NOT need to be recorded on pupil work.

Challenging learners by extending knowledge and understanding

This is an integral aspect of feedback to ensure that pupils receive challenge during the lesson. Classroom staff including TAs should be looking for every opportunity to extend pupil learning and understanding.

Challenging misconceptions effectively

Misconceptions should always be addressed to ensure that the pupil does not continue with the wrong understanding. Misconceptions should be addressed in a positive manner and not as failure. Staff should use the language of Growth Mindsets (see Appendix 1) to ensure the misconception is corrected and the pupil is able to see the progress that they have made.

Pupils responding to feedback

Much research states that pupils will progress further through engaging with verbal or written feedback. Through live, responsive marking it is expected that the teacher or TA ensure the pupils have time to respond to their verbal or written feedback. The feedback can then be used for formative assessment; further challenge to extend learning or address misconceptions.

Identifying up to 5 Spelling and Punctuation errors which the pupil corrects.

Literacy is a barrier to all subject areas and at James Brindley school we want to ensure that spelling and punctuation is addressed consistently in every subject and in all lessons. Therefore,



it is expected that teachers use a yellow highlighter to identify up to 5 spelling and punctuation errors per lesson.

Specific and targeted praise

Praise is rewarded for effort, struggle and perseverance and the process of learning **-not** ability. All staff need to use the language of Growth Mindsets and ensure that praise is in line with this. An example of this would be saying 'I can see how you really worked hard to solve that maths problem even though you struggled at times.' instead of saying 'Wow! look at your maths grades you are really smart.'

Please see Appendix 1 regarding the 'Language of Growth Mindset'

Recommended books to read: Dr Carol S. Dweck-'Mindset: Changing the way you think to fulfil your potential'

Peer and Self-Assessment

Self and peer-assessment provide an opportunity to build depth into assessment. Pupils need to develop assessment skills. Below are some strategies on how this can be implemented successfully:

1. Have clear assessment criteria

Pupils need to make sure that they know what makes a piece of work successful. Language must be kept factual; anything that is open to interpretation can complicate the process. In an art lesson, saying 'you have used at least 3 different tones (highlight, mid-tone and shadow)' is often easier for a student to understand than 'effective use of tone'. Tick boxes and checklists work particularly well, especially with younger pupils.

2. Develop the assessment criteria with pupils

Rather than teachers just providing an assessment criteria, the class can get involved with creating it. This will get the pupils to take ownership and they are likely to develop a much deeper understanding of how to make progress. It also means that it will be written in "pupil speak".

3. Use anonymous examples of work

This can be particularly helpful for assessing creative work when pupils can be self-conscious about sharing personal work with the class. Alleviate this stress by collecting together examples of work done by a previous class (make sure there are no names on it) and use that as the basis for your assessment. Pupils could rank the examples from most to least successful and create a success criteria without the fear of offending their mates.

4. Vary the work they assess

If pupils are in a seating plan and mark their neighbours' work, then they will often be critiquing work of similar quality. If they are different abilities this could be quite demotivating, and it won't really challenge them. Instead, mix it up, laying the work out randomly on the desks before the pupils come in means that they see something different each time.

5. Model responses

If left to their own devices many pupils will just try to get away with writing "it's really nice" as their feedback, which is no use to anyone. Teachers should provide pupils with clear frameworks to use, it can have a huge impact on the quality of their feedback and therefore their learning. Using a sentence starter such as "In order to improve you need to.... so that..." ensures that pupils give specific examples of areas for improvement and explain them fully.



6. Provide feedback on their peer/self-assessments

Once pupils have completed a peer/self-assessment task staff should spend time with the class discussing the quality of the feedback they have given. Get pupils to read out what they have written and have the class critique it and suggest further improvements. This will get pupils to really understand how to structure their responses. By providing feedback and spending time on it you will also help pupils to see it as something important, rather than a tick box exercise. (*Teacher Toolkit, 2017*)

In-Depth Teacher Feedback

This should result in good quality written feedback and should use the “two stars and a wish” framework in the primary and the “www and ns” framework in the secondary. These are complementary approaches which will provide familiarity to pupils who move from Primary to Secondary.

This should be written at the end of the piece of assessed work in line with curriculum policies.

*- “Star” - positive comment which relates to the learning objectives;

*- “Star” - second positive comment which relates to the learning objectives

W- “Wish” - One area where the success criteria was not met / or a suggestion / question to allow opportunity for further progress

WWW- two positive comments which relates to the learning objectives.

NS- One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress giving pupils the Next Step/s to progress.

All staff should ensure that the feedback given is ‘ability appropriate’ and therefore there is discretion to the amount of feedback a pupil should receive. From Key Stage 2 onwards, when feeding back on Literacy, **all staff** should use the whole-school Literacy Feedback key. The key should be displayed in every classroom and in the books of every pupil. The Literacy Feedback Key is displayed below:

Literacy Feedback Key

Presentation Tips:

Do start each piece of work with a date and title underlined (if applicable)

Do try your best to write clearly

Do put a line through mistakes

error	A yellow highlighter indicates a spelling or punctuation error
//	New paragraph needed
nr	The sentence does not make sense (needs rephrasing)
w.w	The word is spelt correctly, but has the wrong meaning e.g. to, too and two (homophones)
^	A word has been omitted (left out)
√√	Identifies something positive that shows progress from previous work.

Copies of the Feedback Key can be found on the [JBA Staff Portal](#)

Time should be built into subsequent lessons (following a piece of in-depth feedback) to allow pupils to review their strengths and targets and respond to the feedback they have been given. See below for further detail:



DIRT (Dedicated Improvement and Reflection Time)

As well as providing pupils with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for pupils to act upon this information and advice.


DIRT feedback (Dedicated Improvement and Reflection Time) is the process of allowing pupils to reflect/act upon the comments that have been written as feedback. Therefore, ensuring the feedback is being put to use and is supporting the progress of our pupils in the lesson.

‘DIRT lessons’ can take as long as you feel necessary, they can form the starter or for longer pieces of work (e.g. controlled assessment) take the whole lesson. DIRT can be done as regularly as the teacher wants but at a minimum after each formative assessed piece of work in line with curriculum policies.

Examples of DIRT:

- Reflection and responding to precise feedback. Pupils using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer.
- Addressing misconception/correcting spellings and punctuation.
- Feedback in the form of questions to extend pupils understanding. This scaffolds pupil understanding, step by step, with the expectation that pupils act upon their feedback using **DIRT** – writing an appropriate detailed response to teacher feedback.
- Redrafting and proof reading, written work with a clear signal that improving their writing and literacy is a basic, but crucial expectation of learning. In this case DIRT feedback is about improving extended writing and ensuring pupils proofread work automatically.

Policy Summary and Frequency Guidelines

TYPE OF FEEDBACK	METHOD OF IDENTIFICATION	FREQUENCY
Live, responsive marking	<ul style="list-style-type: none"> • Verbal or written feedback during the lesson. Teacher comments written in green. (Verbal feedback does not need to be recorded) • Up to 5 spelling and punctuation errors highlighted in yellow • Whole school literacy key is used. 	Every lesson
In-depth teacher feedback	WWW: EBI: Pupil response to feedback: 	Frequency is in line with specific curriculum feedback guidance but should be a minimum of every 6 weeks. In-depth feedback should be followed by DIRT.



Peer/self-assessment	This should be written in blue/black pen.	In line with curriculum policy. Minimum of half termly.
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Presentation Guidelines

- No wasted space or torn out pages
- Leave an appropriate space from previous lesson, then write and underline date and title.
- Write in blue or black for general pupil work.
- Use pencil for drawing, graphs and diagrams.
- Use a different colour pen for pupil reflection.
- One neat line through mistakes
- No graffiti on work or book cover
- Each curriculum area is to put correct subject label on the front cover if the book is not the correct colour. These are found on [L:\Curriculum\Book Labels\Feedback Key](#)

Monitoring and Tracking Progress

Pupils will be able to identify their progress and forecast grade after each assessment. All pupils will track their progress over a series of assessments, these will be summarised on pupils' books and folders. Pupils should be involved in tracking and monitoring their progress. Individual curriculum departments will have their own tracking information in pupil books.

Pupils missing work due to absence

If a pupil has missed 1/2 lessons the teacher will put the relevant Learning Objectives in books and leave the necessary, space for catch up work. This may include notes on the teacher and pupil learning dialogue on return and a date for when work is expected to be completed.

For pupils that have missed a number of lessons then work will be taken home by Teaching Assistants or Pastoral Support Workers in line with the Pupil Attendance Safeguarding Procedure. If the absence is for an extended period of time Teaching Assistants or Pastoral Support workers will collect work on subsequent home visits and return to the teacher for marking. If the pupil is unable to complete work whilst at home on return to school the teaching staff will ensure that subject specific interventions are implemented so the pupil is able to cover the work missed during their absence.

Curriculum and Leadership Monitoring

Curriculum Level

It is the responsibility of each Head of Curriculum to monitor and evaluate the quality of feedback in their department through regular and rigorous sampling. This will be conducted at a minimum on a half termly basis and in line with Curriculum guidance usually through Curriculum meetings. The findings and feedback from these can be shared both with the individuals to identify key strengths that can be used for whole school development and to ensure appropriate and targeted CPD but also with the department as a whole to pick up any underlying trends or areas for development as well as forming part of the regular progress meetings between HOC and their appropriate Leadership line manager.



Sector/Centre Leadership Level

The Sector/Centre Leadership will conduct half termly audits of feedback and progress. The purpose and scope of these meetings will be to identify key strengths and areas for development and any specific staff development needs for each sector/centre.

At whole academy level:

Effective feedback will be evidenced and evaluated through learning walks, work scrutiny and lesson observations.

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

What does High Quality Feedback look like: Summary

Focus	High Quality feedback
Feedback for Literacy	Feedback for Literacy and reviewing errors is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged. All books use a yellow highlighter to identify spellings and punctuation errors. These errors are corrected by the pupils.
Frequency of Feedback	Work is marked within the agreed period. Live, responsive feedback is observed every lesson. Evidence of pupil self and peer assessment-minimum half termly Evidence of in depth feedback followed by DIRT-minimum half termly.
Monitoring of progress	Tracker sheets are up to date. Pupils are able to articulate areas of strength and development.
Quality of written feedback	Feedback is written in a clear and constructive manner. Teacher feedback allows progress to be seen in response to comments; there is evidence of pupils acting on feedback in order to demonstrate progress. Pupil responses are well-thought out and evident in the vast majority of books.
Verbal feedback	Verbal feedback is evidenced through the quality of the pupils work, lesson observations, learning walks and book scrutinies. High quality verbal feedback leads to effective: improvements, addressing misconceptions, taking every opportunity to challenge a pupils understanding and extending their knowledge High quality feedback uses the language of Growth mindsets.
Peer and self-assessment	Peer and self-assessment are evident in pupils' work and as a result, pupils can evidence that they clearly know where to go in their next stage of learning. Pupils are able to evidence that they respond to their peers' feedback



Presentation	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate. Pupils clearly take pride in how work is presented.
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Appendix 1: language of growth mindset to support high quality feedback

Language of growth mindset

Carol Dweck (2006) described the belief system that said intelligence can be developed and coined the term growth mindset. Teachers with a growth mindset believe that all pupils can achieve at higher levels with effort, perseverance, and resilience. Pupils with a growth mindset believe that they can grow their intelligence with hard work.

Conversely, Dweck used the term fixed mindset, which is a belief system in which one believes intelligence is something you're born with-it is innate and although everyone can learn new things, your innate intelligence cannot be changed. Pupil with a fixed mindset might believe that he or she will never be good in a particular subject will be afraid to try something that he or she thinks you're too difficult or a witch you or she fails.

Growth mindset feedback and praise

Teachers praise effort, struggle, and perseverance provide feedback and praise when people select difficult tasks to conquer and will try new strategies when learning concept. Teachers should not praise people by saying they're smart, clever, creative or brilliant, this does not give their feedback about what they've done, it tells them who they are.

Examples of teachers/TAs feedback to promote Growth Mindset:

You are not quite there yet, but keep trying/practicing.

I like the way you persevere/persist through the task.

Let's think of a new strategy when you try this again.

I'm proud of the way that you struggle through that task.

Addressing misconceptions by using the word "yet".

I can see the effort you put into this and your determination to do this well.

Can you think of a way to make this more challenging for yourself?

I'm curious about your mistakes; let's work together to see what happened.

I noticed you use this strategy; tell me a little bit about why you chose to do it this way.

You must be proud of the way you embraced the challenging task.



I see you using your strategy after the first one wasn't working for you; that was a thoughtful decision.

Appendix 2: Example of using the yellow highlighter technique to identify spelling and punctuation errors during live, responsive feedback. This pupil self-corrected their work.

(b) The two sentences show the reactions of Stanley and Zero.

Briefly explain what **both of these sentences** tell us about each character's reactions.

(i) His [Stanley's] voice was filled more with astonishment than with excitement.

This sentence shows us that:

*T*hat they are *surprised* ~~surprised~~.

(ii) 'Really?' asked Zero.

This sentence shows us that:

*T*hat they are *shocked*.